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CWU Faculty Senate Minutes - 05/04/1988

Sue Tirotta

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REGULAR FACULTY SENATE MEETING
Central Washington University

May 4, 1988

Presiding Officer: Owen Pratz
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Bundy, Gierlasinski, Hasbrouck, Hawkins, Herum, Jefferies, Kesling, Ressler and Sperry.
Visitors: Kenneth Bantz, Don Schliesman, Carolyn Wells and Gregory Trujillo.

CHANGES TO AGENDA

None

APPROVAL OF MINUTES

*MOTION NO. 2624 David Canzler moved and Beverly Heckart seconded a motion to approve the minutes of the April 13, 1988 Senate meeting as distributed. Motion passed.

COMMUNICATIONS

None

REPORTS

1. CHAIR

-Chair Pratz reported that the Screening Committee for the Vice President for Academic Affairs has completed its initial review, including telephone interviews with the candidates and their references, and has recommended five finalists to the President. All faculty will be given an opportunity to meet with the finalists in May: Dr. Dennis Hefner, May 2, 1988, 3:00-5:00 p.m., Yakima Room, SUB; Dr. Mary Elizabeth Shutler, May 10, 1988, 2:00-3:00 p.m., Room 208, SUB; Dr. Robert Edington, May 13, 1988, 2:00-3:00 p.m., Room 208, SUB; Dr. Ronald Applbaum, May 17, 1988, 2:00-3:00 p.m., Room 208, SUB (Dr. Applbaum has since withdrawn his name from candidacy); and Dr. John Merrill, May 20, 1988, 2:00-3:00 p.m., Room 206, SUB. A candidate will be selected for the position of Vice President for Academic Affairs, contingent on approval of the Board of Trustees, in early or mid-June. Chair Pratz added that the role of the Screening Committee, faculty, staff and Deans from this point will be one of commentary to the President on the salient characteristics of the candidates; the final selection of a candidate will be the sole decision of the President. It is not known at this time whether a faculty representative will be invited to accompany the President when he visits the home campuses of the finalists.

Senator Beverly Heckart, History, asked the Chair if the candidates' curriculum vitae would be made available to faculty either at the department level or at the faculty/candidate meetings. Chair Pratz responded that candidates' resumes would be made available only to the department in which the candidate would hold occupancy if hired so that the department can evaluate academic suitability. Chair Pratz explained that the rationale behind this policy is that once resumes are printed and circulated they could become available to public media. Senator Heckart requested that her further remarks on the Vice Presidential selection process be recorded in the Faculty Senate minutes: "First of all, that is not a good reason. We are hiring what, for the faculty, is the most most important position in the university. Anybody who aspires to that position in the university is going to be, if he is hired, a 'public' person. Secondly, anybody who has applied for this job has had to inform his particular employer, and word gets around that he's applying for the job --- there's no reason for secrecy. When one has even a truncated curriculum vita, one can very quickly move up and down the list of the person's qualifications, see what kind of a profile the person has and then be ready to ask meaty questions rather than fiddling around with a lot of superficialities of 'What was your administrative position,' 'How long have you been in administration, 'What have you published,' or 'What is your position with this or that?' I would say that since we are hiring what is the most important person for the faculty for what we hope will be a long time to come, to start out with this degree of secrecy in front of the faculty is really not an auspicious beginning." Senator Heckart added that the candidates' resumes might be distributed discreetly to each department instead of to all faculty, or they could be made available at the door before each meeting with a candidate. Several Senators expressed concern that the Screening Committee, on behalf of the faculty, has not been asked to make a formal hiring recommendation to the President.

1. CHAIR, continued

-A summary and recommendation from Bob Benton, Faculty Legislative Liaison, was distributed to all Senators. Dr. Benton's report delineates guidelines and recommendations for implementation of Senate Motion No. 2504 and was used as the basis of a presentation which was made at an open meeting for CWU faculty hosted by the local AAUP chapter on April 28, 1988.

*MOTION NO. 2625 Connie Roberts moved and Jerry Brunner seconded a motion to approve the 1988-89 Faculty Senate Meeting dates as follows:

<u>1988-89 FACULTY SENATE MEETING DATES</u>		
<u>FALL 1988</u>	<u>WINTER 1989</u>	<u>SPRING 1989</u>
October 5	January 11	April 12
October 26	February 1	May 3
November 16	February 22	May 17
*December 7	*March 8	*May 31

* if needed

Senator Victor Marx pointed out that one of Bob Benton's recommendations regarding a permanent Faculty Legislative Liaison would be to move Faculty Senate meeting dates from Wednesdays to Mondays so that the Liaison could report to the Senate on a weekly basis. Senator Jerry Brunner remarked that Dr. Benton's report has not yet been adopted by the Senate, and Chair Pratz explained that several other campus committees base their meeting dates around the traditional Wednesday Senate meeting hours.

Motion No. 2625 passed.

-Chair Pratz reminded the Senate that a public lecture in honor of Edward Harrington, Vice President for Academic Affairs, will be delivered by Dr. Allan Ostar, President of the American Association of State Colleges and Universities at 3:15 p.m. on May 5th in the Tower Theater, with a social and dinner to follow.

2. PRESIDENT

Vice President Edward Harrington further emphasized the importance of Dr. Allan Ostar's lecture on "Higher Education in the 1990's" and expressed his hope that Dr. Ostar would shed light on the paradox of fewer high school graduates and increasing college enrollment applicants.

3. ACADEMIC AFFAIRS COMMITTEE

Charles McGehee reported that after further discussions with the Dean of Admissions and the Registrar, the proposal which had been submitted to the Senate for action on March 9, 1988 has been revised and is now being re-submitted to the Senate for action. The reasons for the changes are as follows:

1. Drop policy: The drop policy has been deleted and is not being recommended at this time. Implementation would cause problems with the SIS (Student Information System) which, while perhaps not insurmountable, would cause immediate disruption of the registration system. The committee recommends that the proposal be reintroduced at a later date after the Registrar has had a chance to implement the withdrawal policy.
2. Item 2: Transfer credits are being re-included in the calculation of eligibility for uncontested withdrawal.
3. Item 3: Matriculated graduate students are being re-included in the proposed withdrawal policy for the sake of consistency.
4. Item 11: Wording concerning conditions of withdrawal from the university has been clarified to bring it into line with current policy.
5. Item 12: Wording has been clarified to bring it into line with current policy.
6. Item 13: Wording has been clarified to bring it into line with state law and to avoid misunderstanding.
7. Item 14: Wording has been modified to permit compliance with Senate's wishes consistent with the limitations of the system.

As a final comment, the Senate should be aware that the committee was not unanimous in its recommendation of a six-week limit on uncontested withdrawals. Strong minority support was voiced for a shorter period of no more than four, indeed even three weeks.

Deletions have been marked with strike-through and additions are noted with underline.

3. ACADEMIC AFFAIRS COMMITTEE, continued

*MOTION NO. 2626 Charles McGehee moved passage of the Withdrawal Policy as stated below:

DROP POLICY

- 1/ Each student will be permitted to drop two (2) courses during the first five days of instruction add-drop period without fee. A fee of \$10 will be assessed for each add/drop course dropped during this period.
- 2/ This policy should be implemented Fall quarter, 1989.

WITHDRAWAL POLICY

1. A limited number of uncontested (peremptory) withdrawals from individual courses will be permitted from the sixth day of instruction through the end of the sixth week of instruction according to the following schedule:

No. of credits earned at time of course withdrawal.	No. of uncontested course withdrawals permitted.
0 - 44	2
45 - 89	1
90 - 134	1
135 - 179	1
180 - 224	1
etc.	1
2. Transfer credits will not be included in the calculation for eligibility for uncontested withdrawal.
3. One uncontested withdrawal will be permitted for each 45 credits after 180 credits including postbaccalaureate, special, fifth-year, and non-degree, non-matriculated, and matriculated graduate students. ~~Withdrawals for degree seeking, matriculated students will be governed by rules established by the Graduate School and are not covered by this policy.~~
4. Such peremptory withdrawals will be noted on the student's transcript with "W". Unused withdrawal allocations will not be cumulative.
5. The registrar will establish criteria for withdrawing from summer session courses, workshops and other summer credit generating experiences of differing length in keeping with the principles established herein for the regular academic year.
6. Withdrawals after the sixth week of instruction or when the allotted peremptory withdrawals have been used, will be granted only for reasons of hardship and then only upon written petition to and written approval by the Dean of Admissions and Records. The student must have discussed the reasons for the withdrawal with the affected faculty member, and the Dean must consult with affected faculty when evaluating a petition.
7. Approved hardship withdrawals will be noted on the student's transcript with an "HW" (hardship withdrawal).
8. No withdrawals from individual courses may be made after the last day of classroom instruction (i.e., no withdrawals will be permitted during or after the final examination period.)
9. Conversions of Incompletes to withdrawals will be treated as hardship withdrawals, i.e., they may be effected only upon petition to the Dean of Admissions and Records.
10. No withdrawals of any kind will be calculated into the student's grade average.
11. A student may withdraw from the university for reasons of illness or other extenuating circumstances at any time ~~upon written petition to and written permission from~~ prior to finals week by notifying the Registrar's office. A student may not withdraw from the university during finals week except with approval of the Dean of Admissions and Records.
12. ~~Approved~~ Withdrawals from the university will be noted on the student's transcript with "W".
13. No fee of ~~any kind~~ above the original tuition charge will be assessed for withdrawing from a course after the fifth day of class (add-drop period).
14. The Registrar will notify affected faculty members ~~promptly~~ when a student has withdrawn from a class regardless of the reason.
15. This policy should be implemented Fall quarter, 1989.

Student Senator Peter Laney commented that the proposed withdrawal policy, if passed, would be the strictest of any at the Washington public institutions.

3. ACADEMIC AFFAIRS COMMITTEE, continued

*MOTION AMENDMENT NO. 2626A Peter Laney moved and Randall Wallace seconded a motion to amend MOTION NO. 2626 by adding the following to the Withdrawal Policy, Section 1: Free Withdrawal from individual courses will be permitted without permission, but with notation of a "W" on the transcript at any time from the beginning of the second week (sixth day of class) to the end of the fourth week of instruction.

Charles McGehee responded by pointing out that addition of the amendment would in effect nullify the intent of the peremptory withdrawal policy in Section 1; he added that passage of the amendment would make Central's policy the most lenient in the state, and use of "W" for free withdrawals would complicate the system of "W," "HW," and "W" proposed by the Committee. Chair Pratz cautioned the Senate that the Withdrawal Policy was formulated as a cohesive unit, and any change or amendment to it should be cause for referring the policy back to the Academic Affairs Committee for review.

Motion Amendment No. 2626A was defeated.

Discussion continued on Motion No. 2626. Several Senators expressed concern regarding the Registrar's notification to faculty of student withdrawals from classes. Registrar Carolyn Wells explained that staffing limitations prevent her office from doing more than distributing updated class rosters to show withdrawals at this time. Charles McGehee added that it is hoped that the Student Information System (SIS) may be used in the future to notify departments immediately by computer of student withdrawals from classes. In response to questions, Dr. McGehee stated that the current notation of WF (withdrawn failing) and WP (withdrawn passing) would be abolished by the new policy, that adding a fee for withdrawals would present legal complications as well as impose a financial burden on students, and that transfer students should be carefully notified of the new policy. There was some concern that the policy would be inequitable among majors with varying credit hours and that it might impact students, such as Veterans, who must maintain a certain level of credits to receive funding.

Motion No. 2626 passed (24 yes, 0 no, 0 abstentions).

4. BUDGET COMMITTEE

Phil Backlund reported preliminary results of the Budget Committee's survey on distribution of the January 1, 1989 7.6% faculty salary increase:

373 surveys were distributed; 207 were returned (55%)

1. All 7.6% as an across the board scale adjustment - 91 respondents (44% respondents; 24% total faculty)
2. Divide the money equally between eligible faculty. Thus each faculty would receive the same dollar amount - 62 respondents (30% respondents; 16% total faculty)
3. Professional growth for those eligible and recommended, with the remainder to a percentage scale adjustment - 14 respondents (7% respondents; 4% total faculty)
4. Professional growth for those eligible and recommended with the remainder divided equally among the faculty - 7 respondents (3.7% respondents; 2% total faculty)
- 5a. Merit, professional growth, and a scale adjustment - 17 respondents (8% respondents; 5% total faculty)
- 5b. Same option as 5a except that the merit list be limited to no more than 50 steps - 1 respondent (0.3% respondents; 0.3% total faculty)
- 5c. Same as option 5a except that the merit list be fully funded first, then professional growth, with the remainder allocated for scale adjustment - 9 respondents (4% respondents; 2% total faculty)
6. Other - 6 respondents (3% respondents; 1% total faculty)

Dr. Backlund reported that many comments were also received, and the Budget Committee will carefully review the survey results and commentary before bringing a motion to the May 18th Senate meeting.

4. BUDGET COMMITTEE, continued

Senator Victor Marx added that a summary of the 1987-88 AAUP salary survey was published in the May 4, 1988 issue of the Chronicle of Higher Education; the survey ranks C.W.U. ninth in the state and fourth in public institutions regarding level of faculty salaries. Further, the 1985-87 Annual Report: Agencies of the State of Washington includes reports and goals statements from the presidents of higher education institutions; the President of E.W.U. considers the improvement of faculty salaries as his number one goal, and the President of the U.W. and the report from the community college system also emphasize the necessity of improving faculty salaries (report available in the "Government Documents" room of the Library). Senator Marx urged the Senate Executive Committee to impress on Central's administration the importance of representing C.W.U. faculty interests with the same commitment and vigor as the administrators of the noted institutions.

5. CODE COMMITTEE
None

6. CURRICULUM COMMITTEE

*MOTION NO. 2627 Barry Donahue moved the approval of University Curriculum Committee pages 902-914 with the following changes:

Page 905 SPED 303 course addition -- change "Requisite, concurrent with or have SPED 301" to read "Prerequisite or corequisite, SPED 301."

Page 907 Special Education Major -- change last sentence in description of the major to "SPED 301 must be taken prior to or concurrently with SPED 303."

Pages 907-908 Change all occurrences of "SpEd" to "SPED".

Page 910 Teaching English as a Second Language Minor -- change second sentence from the end of the program description to read "ANTH/ENG 180, Introduction to Linguistics or permission is required to enroll in ED 433, Educational Linguistics."

Page 911 Required course list for TESL -- ANTH 381 and ECE 318 listings should be switched and credits changed to "3-4 cr." Also, capitalize all rubrics.

Page 912 Sociology Teaching Minor -- delete extra column of 5's in required courses or otherwise clarify at the discretion of the Dean of Undergraduate Studies Office when added to catalog. Capitalize "SOC".

Motion passed.

PAGE

902	MKT 464	Course Addition
902	ED 530 (to ED 592.1)	Course Change
902	ART 500	Course Addition
902	IET 500	Course Addition
902	Industrial Technology Minor	Program Change
903	Engineering Graphics Minor	Program Change
903	MATH 424	Course Addition
903	Math Teaching Major-Secondary	Program Change
904	Math Teaching Minor-Secondary	Program Change
905	HPER 500	Course Addition
905	MATH 500	Courses Addition
905	SPED 303, 410, 411, 412, 430, 431, 432	Course Additions
906-8	Special Education Major and Minor	Program Change
909	ENG 500	Course Addition
909	Business Education Minor	Program Deletion
909	Business Education Minor	Program Addition
910	Marketing Education Minor	Program Addition
910	ED 439	Course Addition
910-11	TESL Minor	Program Addition
911	B.A./Speech Drama Major-Elementary	Program Deletion
911	PEAQ 198, PER 198, PEGT 198, PEID 198, PEF 198, PETS 198	Course Additions
912	GEOG 320	Course Addition
912	Sociology/Med & MAT	Program Change
912	Sociology/Teaching Minor	Program Addition
913	ART 274, 273, 373	Course Additions
913	ART-Graphic Design Major/BA	Program Change
914	History/Teaching Minor	Program Change
914	LAJ 355	Course Addition

6. CURRICULUM COMMITTEE, continued

Barry Donahue reported that the Senate Curriculum Committee is nearing completion of its revision of the "Curriculum Planning and Procedures" manual. The Committee welcomes comments on the proposal that variable credit be allowed for most regular courses at the discretion of the individual department (comments to: Barry Donahue, Computer Science, 963-1495).

7. PERSONNEL COMMITTEE
None

OLD BUSINESS
None

NEW BUSINESS
None

ADJOURNMENT
Meeting was adjourned at 4:20 p.m.

* * * * * NEXT REGULAR MEETING OF THE FACULTY SENATE: May 18, 1988 * * * * *

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, May 4, 1988
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - April 13, 1988
- IV. COMMUNICATIONS
- V. REPORTS
 - 1. Chair
 - Screening Committee for the VP for Academic Affairs
 - MOTION: 1988-89 Faculty Senate Meeting Dates

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 - *if needed
 - 2. President
 - 3. Academic Affairs Committee
 - Withdrawal Policy (see attached)
 - 4. Budget Committee
 - Faculty Survey re. Salary Increase Distribution
 - 5. Code Committee
 - 6. Curriculum Committee
 - UCC Pages 902-914
 - 7. Personnel Committee
- VI. OLD BUSINESS
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

* * * NEXT REGULAR FACULTY SENATE MEETING: May 18, 1988 * * *

After further discussions with the Dean of Admissions and the Registrar, the proposal which had been submitted to the Senate for action on March 9, 1988 has been revised and is now being re-submitted to the Senate for action. The reasons for the changes are as follows:

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MOTION: DROP POLICY

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15. This policy should be implemented Fall quarter, 1989.

☒ John AGARS
☒ Richard ALUMBAUGH
☒ Jay BACHRACH
☒ Phil BACKLUND
☒ Ethan BERGMAN
☒ Jerry BRUNNER
Larry BUNDY
☒ David CANZLER
☒ Frank CARLSON
☒ John CARR
☒ Ed DIXON
☒ Barry DONAHUE
☒ Ken GAMON
Donald GARRITY
Norm GIERLASINSKI
Richard HASBROUCK
A. James HAWKINS
☒ Beverly HECKART
John HERUM
James HINTHORNE
Stephen JEFFERIES
George KESLING
☒ Peter LANEY
Nancy LESTER
☒ Richard MACK
☒ Linda MARRA
☒ Victor MARX
☒ Charles McGEHEE
☒ Michael PAULOS
☒ Owen PRATZ
John RESSLER
☒ Connie ROBERTS
Jennell SHELTON
Arne SIPPOLA
Willard SPERRY
☒ Bill VANCE
☒ Randall WALLACE
☒ Rex WIRTH
☒ Don WISE
☒ Tom YEH

Gary GALBRAITH
Susan LONBORG
Peter BURKHOLDER
Roger GARRETT
☒ David GEE
G.W. BEED
Ed GOLDEN
Cal GREATSINGER
William BARKER
Hal OTT
Bernard MARTIN
Barney ERICKSON
☒ Ed HARRINGTON
Dick WASSON
Walter EMKEN
Randolph WISCHMEIER
Larry LOWTHER
Don RINGE
Scott RICARDO
Allen GULEZIAN
Kelton KNIGHT
R.J. CARBAUGH
Wendy RICHARDS
Patrick MCLAUGHLIN
Frank SESSIONS
Otto JAKUBEK
Ken HARSHA
☒ Steve
☒ Minerva CAPLES
Karl Cloninger
William FLOYD
Jim BROWN
Wells McINELLY
William SCHMIDT

May 4, 1988

Please sign your name and return
this sheet to the Faculty Senate Secretary
directly after the meeting. Thank you.

DATE

VISITOR SIGN-IN SHEET

Ken Bantz
Don Schlessman

Carolyn L. Wells
Gregory Trujillo



FACULTY SENATE:

On May 21, 1986 the Faculty Senate passed Motion No. 2504 which recommended the appointment of a faculty legislative liaison.

On January 8, 1988, in response to the previous motion, the Faculty Senate appointed Dr. Conrad Potter and Dr. Robert Benton to serve on a Senate Ad Hoc Committee for Faculty Legislative Liaison with the charge that they report back to the Senate defining the duties of a regular Legislative Liaison and formulating guidelines under which a regular Liaison would function so that Motion No. 2504 could be implemented.

Attached is a report from Bob Benton which contains guidelines and recommendations for implementation of Motion No. 2504. This report was used as the basis of a presentation which was made at an open meeting for CWU faculty hosted by the local AAUP chapter on April 28, 1988.

PROPOSAL

CWU FACULTY SENATE LEGISLATIVE REPRESENTATIVE

As a Comprehensive University of the State of Washington, Central Washington University is directly related to many governmental units of the state, but it is especially tied to the State Legislature and the Office of the Governor. This has always been the case for the now almost 100 years of this University's existence. In order for this university to be represented in Olympia, three kinds of CWU voices must be heard in the halls of government: that which presents the needs of the institution, that which voices the concerns of faculty, and that which represents the interests of students.

In the best of all worlds, one CWU voice could represent all three concerns. In such a world one could assume that once the various positions/requests had been presented CWU's student, faculty, and administrative concerns would be heard and we could all get back into the trenches and get on with the challenges and opportunities of higher education.

This is not the best of all worlds, and it probably has never been. The real world in this regard is primarily composed of backroom Olympia tradeoffs and not "play-it-by-the-books" operations. As faculty much more interested in the ivory tower than Olympia's ulcer gulch--the upper hallway where the lobbyists hang out--we have become followers. The posture of this institution, promoted by current and past administrations and apparently supported by faculty, has been to wait until something happened in Olympia and then react to it. I do not mean to suggest that the administration or faculty have been disinterested or inactive. We have just not been in the driver's seat.

I believe that the result of the position I have suggested is directly tied to the general level of morale on this campus which has been low for the past 17-18 years. Because we have not taken a more active and responsible role in determining our future, we have become the victim of forces which overwhelm and manipulate us, and our only posture has been a reactive one.

The activities of the HEC Board and its study of state educational needs is a case in point. The assignment to the University of Washington of a study of educational needs for the Puget Sound might have had a quite different complexion had CWU been an earlier participant and leader in HEC Board activities. Too often during the process, our stance was to wait to see what the Board wanted before we put together our information and position. CWU faculty with precisely the experience needed for leadership were often asked to remain silent.

At crucial times in past legislative sessions, CWU has not had significant support as compared to other state institutions. The problem is not because we were badly represented but because we were too often not represented. We have asked the Assistant to the President to carry the full load in Olympia, while also expecting that person to perform a multitude of additional tasks which required a campus presence. We must assume, as others already have, that an Olympia presence is not a CWU priority.

From time to time various faculty professional associations have had a spokesperson in Olympia. We have employed professional lobbyists who devoted a portion of their efforts to faculty/institution concerns. Sometimes, we have had faculty who have made trips to lobby against potentially negative legislation, and often we have had administrative staff presenting a CWU position at legislative hearings. A few have also worked behind the scenes with various principal state legislative and agency persons. This continues to be "reactive" activity in most instances.

Probably the most significant development for faculty in the past few years has been the work of the Council of Faculty Representatives. Although my personal Olympia activities have been limited because of my Lynnwood Center involvement, except for the 1983 session when I was lobbyist for a professional association, I have now been able to see that the CFR has a credible Olympia profile. During the past legislative session, CFR representation from all state-supported four-year schools has been strong. The Evergreen State College has become a full participant, and most schools have at least two representatives at each CFR meeting.

Most encouraging for enhanced faculty input and legislative knowledge has come from the Council of Presidents and the institutional legislative representatives. The institutional representatives (ICLO) have invited CFR/faculty representatives to join them for their Wednesday legislative review session. The ability for a faculty representative to get a current update on behind-the-scenes legislative action, to get briefings from the COP Executive Director and legislative staff leaders, and to have face-to-face contact with various legislative committee chairs have increased the potential for faculty to influence directly pending legislation and study committee activities. The time has never been more ripe for CWU's entrance into the mainstream of Olympia activities.

On May 21, 1986, the Faculty Senate passed Motion No. 2504 which recommended the appointment of a faculty legislative liaison with full released time for Winter Quarter and partial released time for Spring Quarter. The motion also called for the appointment of a deputy with no released time but who would be expected to succeed the legislative liaison the following year. On January 8, 1988, in response to the previous motion, the Faculty Senate appointed Dr. Conrad Potter and me to serve on a Senate Ad Hoc Committee for Faculty Legislative Liaison with the charge that we report back to the Senate defining the duties of a regular Legislative Liaison and formulating guidelines under which a regular Liaison would function so that Motion No. 2504 could be implemented. What follows are my recommendations:

1. The Faculty Senate should designate a Faculty Legislative Liaison (Representative) and a deputy. Although appointment of the Representative for a one-year term is acceptable, a two-year term will allow much more productive activity.
2. Full released time for the legislative session for the Representative is essential. During the long session, the Rep. must have full released time for Winter Quarter, but partial released time for Spring Quarter will be very important.


3. The Legislative Representative should be expected to stay in Olympia Tuesday through Thursday, at a minimum. The Representative should be on the Ellensburg campus for most of the day on Monday. Full support for travel, housing, and per diem expenses should be available for the legislative session. Travel funds throughout the year should be available as well.
4. Faculty Senate meetings should be scheduled for Monday so the Legislative Representative can report to the Senate on a weekly basis, can receive instruction and direction from the Senate, and can maintain contact with University personnel and committees as legislative action demands (for instance, contact with the CWU Retirement Committee as proposed bills are introduced or are in the formulation stages).
5. The Deputy should be expected to travel to Olympia several times during the session to accompany the Representative in normal activities and to become familiar with the territory.

There are two essential ingredients to the above recommendations. First, the appointment of the Legislative Representative and the Deputy should be of persons who know CWU well enough to be able to make appropriate contacts when that is necessary, who know the basic concerns of faculty and have the confidence of faculty, and who can speak to issues about which there has been no advance warning. These persons should not be simply faculty who are convenient appointments, ones not needed by departments.

Secondly, the appointed persons should occupy positions which are supported with sufficient funds to allow them to be free to function effectively. These positions cannot be supported by bake sales, and they should not be. The significance of these positions must not be so degraded. Support should come from the Office of the President.

The Faculty Senate should inquire about how such positions are funded on our sister campuses. Past legislative problems for institutions of higher education have often resulted from mixed messages coming from the institutions. Too many times legislators have asked publically that the schools get their acts together. Although we should not expect that the Faculty Rep will pursue the same priorities as the Institution's Legislative Officer, there is no reason that those persons cannot work together for a number of items where both constituencies can agree. Often there can be a sharing of the task of contacting legislators, and this can create an image of institutional cooperation despite items where no cooperation can be gained. Collective bargaining may be an issue which will continue to divide the faculty from the administration, but it must not eliminate the opportunities for cooperation on other issues.

Most university presidents will appreciate a faculty which desires to cooperate whenever possible. Although my dictionary defines politics as the "art or science of government," a better working definition is "the art of compromise." The interests of CWU faculty will best be served when faculty are participants in the legislative arena, not merely onlookers.



Robert M. Benton

ASCWU

Associated Students Central Washington University
SUB 214
Ellensburg, Washington 98926
(509) 963-1691

TO: Faculty Senate Members
FROM: Jennell Shelton
Representative To Faculty Senate
DATE: April 27, 1988
RE: Withdrawal Policy Proposal

Enclosed is a copy of ASCWU's proposed
Withdrawal Policy with HIGHLIGHTED CHANGES.

We are very concerned about the severity of
the Faculty Senates' proposed policy in the
following ways:

1. The use of peremptory withdrawals
after the sixth day of class through
the end of the sixth week of
instruction is overkill. No other
school in the state has such a
restrictive policy. Why should it be
done here?

There are various reasons that force
students not to withdraw from classes after
the 11th day.

DRAFT

MOTION: WITHDRAWAL POLICY

Withdrawal From Individual Courses

- * Peter Loney
Randall Wallace
defeated*
1. Free Add/Drop will be permitted without permission or notation on transcript at any time from the first through the fifth day of instruction (change of schedule period).
 2. Free Withdrawal from individual courses will be permitted without permission, but with notation of a "W" on the transcript at any time from the beginning of the second week (SIXTH DAY OF CLASS) to the end of the fourth week of instruction.
 3. A limited number of uncontested (peremptory) withdrawals from individual courses will be permitted from the beginning of the fifth week of instruction through the end of the eighth (SEVENTH) week of instruction according to the following schedule:

No. of Credits earned (incl. transfer credits) at time of course withdrawal.	No. of uncontested withdrawals permitted
0 - 44	2
45 - 89	1
90 - 134	1
135 - 179	1
180 - 224	1
etc.	1

Transfer credits will not be included in the calculation for eligibility for uncontested withdrawal. One uncontested withdrawal will be permitted for each 45 credits after 180 credits regardless of the student's status, i.e., postbaccalaureate, special, fifth year and graduate status. Graduate or other post-baccalaureate students who matriculate without transfer of credits will be permitted one uncontested withdrawal for each 45 credits earned.

Such peremptory withdrawal will be noted on the student's transcript with "*W".

With the exception of the three (3) first year withdrawals, unused withdrawal allocations will be cumulative.

The registrar will establish appropriate criteria for dropping and withdrawing from summer session courses, workshops and other non-traditional summer credit generating experiences of differing length in keeping with the principles established herein for the regular academic year.

1. Withdrawals after the eighth week of instruction will be granted only for reasons of hardship and only upon written petition to and approval by the Dean of Admissions and Records. The student must have discussed the reasons for the withdrawal with the affected faculty member and the Dean and must have effected the withdrawal after evaluating a petition. All such hardship withdrawals will be noted on the student's transcript with an "H" designation as follows.
2. Withdrawals from individual courses may be made after the last day of classroom instruction (i.e., no withdrawals will be permitted during or after the final examination period). In cases of incomplete withdrawals will be treated as pending withdrawals, i.e., they may be effected only upon petition to the Dean of Admissions and Records.
3. Withdrawals of any kind will be calculated into the student's grade average.

Withdrawal from the university

A student may withdraw from the university for reasons of illness or other extenuating circumstances at any time upon written petition to and written permission from the Dean of Admissions and Records. Approved withdrawals from the university will be noted on the student's transcript with "W".

UNIVERSITY OF WASHINGTON WITHDRAWAL POLICY

A) Free Add/Drop:

- One week prior to first day of instruction
- One week after first day of instruction
- No fee for Add or Drop

B) Add/Drop after first week

- Free withdrawal noted with a "W" up to ~~and~~ end of the fourth week - \$20 fee.
- MAY ADD CLASS with signature up to end of ~~second~~ week - \$20 fee.

*NOTE: Withdrawals up to and including the ~~end~~ of the fourth week of instruction are not counted as peremptory withdrawals

C) Withdrawals after fourth week (Peremptory)

- Peremptory withdrawals noted with a "W" ~~are~~ permitted from beginning of fifth week to last day of instruction according to schedule:

0-44	3
45-89	1
90-134	1
135-179	1
180-224	1

*Note: Peremptory withdrawals for first forty-five credit hours are not cumulative. Peremptory withdrawals after the first forty-five credit hours are cumulative.

D) Hardship withdrawals

- Must be petitioned - noted with a "HW"

WESTERN WASHINGTON UNIVERSITY WITHDRAWAL POLICY

A) Free Add/Drop

- May Add/Drop first week of instruction
- \$5 charge assessed for additions

B) Withdrawal after first week of instruction

- May withdraw with a "W" from beginning of second week up to end of fourth week
- \$5 charge for withdrawals

C) Withdrawals after fourth week of instruction (Peremptory)

- "Late Withdrawals" (peremptory withdrawals) are permitted from beginning of fifth week up to one week prior to last day of instruction according to the following schedule:

0-44	3
45-89	1
90-134	1
135-179	1
180-224	1

*Note: Peremptory withdrawals for first 45 credit hours are not cumulative. Peremptory withdrawals after the first forty-five credit hours are cumulative.

EASTERN WASHINGTON UNIVERSITY WITHDRAWAL POLICY

A) Free Add/Drop

- May drop class up to one week after first day of instruction without "W" - \$5 fee
- May add class up to two weeks after first day of instruction - \$5 fee

B) Withdrawals after first week of instruction

- May withdraw with a "W" and full refund of tuition for credit hours dropped up to the end of fourth week of instruction.
- May withdraw with a "W" without a refund for credit hours dropped from end of fourth week to end of sixth week.

*Note: No preemptory withdrawals

C) Hardship withdrawals

- May petition for hardship withdrawal up to sixth week

WASHINGTON STATE UNIVERSITY WITHDRAWAL POLICY

A) Free Add/Drop

- May freely add and drop classes up to the end of the second week of instruction with no notation on transcript.
- No fee is assessed during Add/Drop.

B) Add/Withdraw

- May freely add or withdraw from classes from the beginning to the third week to the end of the fourth week of instruction - \$5 fee.
- Withdrawals during this period are noted with a "W".

C) Withdrawal after fourth week of instruction

- Unlimited number of uncontested withdrawals are permitted from the beginning of the fifth week to the end of the twelfth week - no fee.
- Withdrawals during this period are noted with a "W".

*Note: WSU utilizes semester system

D) Withdrawals after the twelfth week (Peremptory)

- May withdraw by petition.
- Freshmen and new students - 2 peremptory - no fee.

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

TO: CWU FACULTY
FROM: FACULTY SENATE BUDGET COMMITTEE (Phil Backlund, Chair;
Wolfgang Franz, Ken Harsha, Bernie Martin and Rosco Tolman)
DATE: April 21, 1988 ⁸⁹
RE: The January 1, 1988 Salary Increase

As most of you know, we are due to receive a 7.6% salary increase effective January 1, 1988. Preliminary discussions in our Committee and the Faculty Senate have not been conclusive. We received a number of opinions regarding the alternatives, and no consensus has appeared. In the interest of gathering more information and to determine the will of the faculty, the Senate Budget Committee is distributing this survey. Below are a number of alternatives regarding the increase. Please review each, discuss them with your colleagues, circle only your top preference and return it to the Faculty Senate Office by MAY 4, 1988.⁸⁹

***** SURVEY *****

- 1) All 7.6% as an across the board scale adjustment.
- 2) Divide the money equally between eligible faculty. Thus each faculty member would receive the same dollar amount. (This would be a raise of approximately \$2800-\$3000.)
- 3) Professional growth for those eligible and recommended, with the remainder to a percentage scale adjustment. Professional growth would take about 2% of the raise, leaving about 5.5% for a scale adjustment.
- 4) Professional growth for those eligible and recommended with the remainder divided equally among the faculty. (This would be a raise of approximately \$2000-\$2200.)
- 5)
 - a) Merit, professional growth, and a scale adjustment. If we gave about as many merit steps as last time, approximately 1% would go to merit, 2% to professional growth, and 4.5% for a scale adjustment.
 - b) Same option as 5a) except that the merit list be limited to no more than 50 (or some other specific number) steps.
 - c) Same option as 5a) except that the merit list be fully funded first, then professional growth, with the remainder allocated for scale adjustment.
- 6) Other options?

COMMENTS:

RETURN TO FACULTY SENATE

BUDGET COMMITTEE SURVEY RESULTS

TOTAL SURVEYS DISTRIBUTED: 373

TOTAL SURVEYS RETURNED: 207 (55%)

		% Respondents	% Total Faculty
OPTION 1:	91	44%	24%
OPTION 2:	62	30%	16%
OPTION 3:	14	7%	4%
OPTION 4:	7	3.7%	2%
OPTION 5a:	17	8%	5%
OPTION 5b:	1	0.3%	0.3%
OPTION 5c:	9	4%	2%
OPTION 6:	6	3%	1%

COMMENTS:

OPTION 1:

...Scale has suffered (or the faculty did) because of lack of funds to keep up with inflation. Let's use this opportunity to catch up. Option #2 would penalize full professors above step 26. As our full professors (and I am not one) are underpaid compared to other institutions, #2 is a bad plan. Anybody with a salary below \$39,000 will think this [#2] is a good deal! But someone goofed with the computation. There is enough money only for a \$2,400 raise.

...Review rationale of upper limits of growth step.

...My second choice would be 5a. In regard to #2, if this were done it would be grossly unfair to those who have worked over the years and put in the time to bring their salaries up to the present level. To arbitrarily reduce the percentage of the legislated raise seems not only unfair but quite possibly illegal in regard to the intent of the legislature. If the senate decides to use option #2 I will personally explore the possibility of a class action suit to defend the rights of the more senior faculty from this arbitrary discrimination.

...We have fallen so far behind that, surely, every faculty member needs a substantial salary increase.

...It is about time for an across the board adjustment!! Thus I vastly favor #1, 3 as second choice. We have too much catch-up to

do before 5 is even considered!!

...Obviously numbers 1 and 2 are so similar they can be counted as a vote together. I am certain most of the votes will be split between these two choices.

...#1 serves all faculty now and in the future. Gives us better opportunity to hire new faculty at decent salary.

...I'm certainly in favor of rewarding those people who have achieved/produced beyond the expected and contractual agreements. However, I am not satisfied with the present administration of the "merit system" --- too much "good ol' boy" factors have oozed into what should be a very objective, critical evaluation of teaching merits. I feel the present merit system recognizes/rewards those individuals who are skilled in political presentation (popularity swells) instead of teaching effectiveness.

...Since I am not eligible for professional growth and my name was bumped from the merit list, my raise this last time was zero!

...STOP MERIT PAY NOW!

...What about those employees who are on a part-time contract? We should not cut them out this time.

...Include part-time faculty.

...My second choice would be #2.

...I am a relative new instructor on campus. My average student contact hours is approximately 15 hours per week. I feel very strongly that I should get a pay raise.

...#1 is the only mode that is least demanding of judgment...the others should be reformed to tally before further application!!

...I would not like to see this money go toward so-called "merit." I have taught at this university for 24 years and in not one of those years has merit been given squarely for achievement. You need only to read the lists of "reasons" for merit put out by Harrington to see that some of the most productive scholars in this institution are routinely left off these lists while being "a good colleague and proposing changes in his department's minor" have been reasons for granting "merit." It's obvious that "merit" is a pork barrel which has always been used by Deans to reward their friends and buddies in spite of efforts to establish objective criteria. The Deans simply ignore any attempts to regular merit (and I can't say much more for the Faculty Senate which refuses to develop a merit system that must be applied fairly.) The result of all of this has been an increasing measure of contempt, sweetened only by growing indifference toward the system and the individuals who perpetuate it in this institution. If that's the kind of university you want to see in the future, by all means continue the past practices!

OPTION 2:

...Please consider the long history of salary erosion due to the failure of the legislature to fund cost of living increases. How can we give some faculty merit in good conscience until all competent faculty are not asked to subsidize the few "meritorious" faculty? Option #2 is the fairest option in addressing the loss of income experienced by us all.

...#2 is the only viable option given complete lack of following guides for anything else. Note: get rid of merit, only growth given the decision makers' lack of demonstration of "academic excellence" (publication).

...It's the only fair way to go -- if you all are concerned with fairness!!

...I believe #2 to be the fairest --- although #4 would probably benefit me the most, but at someone else's expense.

...Rarely do we get an opportunity to make a salary adjustment from the legislature. Let's not entangle it with an unfair merit system. Take it and run!

...I make this recommendation with great reservations. It will be the fairest to the new faculty we are hiring. My personal inclination is 5b.

...I would prefer items 2 or 3, in that order. I do not believe in the merit system at C.W.U. The flat percentage continues to move the top scale further from the bottom --- a cause of bitterness among faculty --- which is compounded with every such raise. The bottom portion of the scale would get the biggest percent raise if a flat across the board amount were given, and I believe that inequity needs to be addressed (I'm at step 27). Our lower level salaries are the most shameful in the scale. I believe any option except #2 actually would be a rationalization for personal gain.

...Too many of the rewards go to too few people. Give everyone an equal share of the amount available. Merit is too subjective and political and promotions not much better. Give all of us a break today! (Change wording: "Divide the money equally among [not between] eligible faculty.")

OPTION 3:

OPTION 4:

OPTION 5a:

...Option #2 is NOT FAIR!

...Which merit list? All new or part old? Is the scale what it should be? Should we overhaul the salary scale before we decide the distribution? Are we mandated to give merit? If so, this form doesn't say that. Would the same dollar amount be a one-time raise with no effect on upgrading the scale?

...Order of preference: 5a, 3, 4, 2, 1.

OPTION 5b:

OPTION 5c:

...I subscribe to 5c as a matter of principle. Out "merit" system, consistently underfunded, faces us year after year to tell deserving faculty "Gee --- you made it through the Department (or Dean, or VP) and we'd like to reward your efforts, but there's not enough money. You're just not "meritorious" enough to place higher on the list. Sorry --- try again next year." This is, it seems, the first chance in year to reward those judged

"meritorious" by the process itself, not according to available funds, and to, for once, set aside the soul-scarring and false competitions among faculty. I would go so far as to say "NO 'merit' unless all recommended by departments, deans and VP can be rewarded" in any given year. If fund limitations occur, then honor everybody recommended for merit with, say, .7 step (or whatever level the funding does permit). (This application of the same percentage of increase, based on present salary step, would avoid the scale compression which would occur through identical dollar increases which, I am told and believe, is a poor management principle.) I also firmly believe it is a poor management principle to set colleagues into competition with each other because of this institution's meager funding picture. This annual exercise (which in fact, some years, is for absolutely naught) is the source of more frustration and bitterness than any other aspect of campus life. You may quote me --- and I have fared as well as the average person, but see the morale problem very clearly from my viewpoint as department chairman. (Fred Cutlip, Math)

...#2 is patently unfair --- 7.6% for those at the top end is more than twice the amount of those faculty who are at the lower end. And in my years of observation, this tends to reward those doing less work. If merit is to have any validity at all, it should be recognized and funded.

...Those who perform should receive priority. Why should those who are not performing receive a pay increase? (They are already being overpaid!)

OPTION 6:

...Same as 5a above, except that 4.5% be divided among faculty equally rather than a percentage scale adjustment.

...With same dollar amount awarded at each step. #2 is second choice.

...Merit list fully funded. Then remainder across the board equally among eligible faculty.

...My preference, not an option above: Merit to a limited number of faculty (not more than 50), then rest allocated to a percentage scale adjustment (no professional growth; the present limitations on overlap growth steps make this a ludicrous system!).

...Merit for those eligible and recommended with the remainder divided equally among the faculty.

...A second choice: Graduated scale of raises, with top brass receiving around 2% and lowest grades getting the highest percentage, probably around 6%. Reasoning: Some of the finest teachers are some of the newest, working at the lowest pay grades. To increase chances of retention of the best, get them above the starvation level for faculty!

...5a same as above but specifying the raise be given equally to all faculty.

...Few Senate committees are as well qualified as this one --- assuming names at top of this page are correct. I'll put my vote in their capable hands!

CURRICULUM COMMITTEE

UCC pages 902 - 914 with the following changes:

Page 905

(No) SPED 303 course addition -- change "Requisite, concurrent with or have SPED 301" to read "Prerequisite or corequisite, SPED 301."

Page 907

Special Education Major -- change last sentence in description of the major to "SPED 301 must be taken prior to or concurrently with SPED 303."

Pages 907-908

Change all occurrences of "SpEd" to "SPED".

Page 910

Teaching as a Second Language Minor -- change second sentence from the end of the program description to read "ANTH/ENG 180, Introduction to Linguistics or permission is required to enroll in ED 433, Educational Linguistics."

Page 911

Required course list for TESL -- ANTH 381 and ECE 318 listings should be switched and credits changed to "3-4 cr." Also, capitalize all rubrics.

Page 912

Sociology Teaching Minor -- delete extra column of 5's in required courses. Capitalize "SOC".

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left to
discretion of catalog

March 3, 1988

902

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

BUSINESS ADMINISTRATION

COURSE ADDITION

MKT 464. Purchasing Management (4). Prerequisite, MKT 360 or permission. Decision making, legal and ethical implications of purchasing activities in the private and public sectors.

EDUCATION

COURSE CHANGE - 3 changes

AS IT APPEARS

ED 530. Practicum: Diagnosis and Remediation of Reading Difficulties (2-5). Supervised experience working with one or more students. Includes preparation of a case study. Grade will be S or U.

PROPOSED

ED 592.1. Practicum: Diagnosis and Remediation of Reading Difficulties (3). Prerequisite, ED 526. Supervised experience working with one or more students. Includes preparation of a case study. Grade will be S or U. Should be taken concurrently with ED 528.

ART

COURSE ADDITION

ART 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements of teaching certificates offered through the university.

INDUSTRIAL AND ENGINEERING TECHNOLOGY

COURSE ADDITION

IET 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements of teaching certificates offered through the university.

PROGRAM CHANGES

Industrial Technology Minor, B.S.

AS IT APPEARS

PROPOSED

Industrial Technology Minor

Students selecting this minor must complete IET 151 as a prerequisite to IET 255.

	Credits
MATH 163.2, Precalculus Math II.....	5
IET 255, Metal Machining	4
IET 265, Engineering Drawing II.....	4
IET 271, Basic Electricity.....	5
IET 357, Welding.....	4
Total	22

Industrial Technology Minor

Students selecting this minor must complete IET 151 as a prerequisite to IET 255.

	Credits
MATH 163.2, Precalculus Math II.....	5
IET 160, Computer Aided Design and Drafting.....	3
IET 255, Metal Machining	4
IET 265, Engineering Drawing II.....	4
IET 271, Basic Electricity.....	5
IET 357, Welding.....	4
Total	25

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

INDUSTRIAL AND ENGINEERING TECHNOLOGY CONTINUED
PROGRAM CHANGE

AS IT APPEARS**Engineering Graphics Minor**

	Credits
IET 165, Engineering Drawing I.....	4
IET 265, Engineering Drawing II.....	4
IET 363, Machine Drafting Technology.....	4
IET 463, Technical Illustrating.....	4
IET 465, Descriptive Geometry.....	3
CMGT 366, Architectural Drawing.....	4
Total	23

PROPOSED**Engineering Graphics Minor**

	Credits
IET 160, Computer Aided Design and Drafting.....	3
IET 165, Engineering Drawing I.....	4
IET 265, Engineering Drawing II.....	4
IET 363, Machine Drafting Technology.....	4
IET 463, Technical Illustrating.....	4
IET 465, Descriptive Geometry.....	3
CMGT 366, Architectural Drawing.....	4

Total 26

MATHEMATICS**COURSE ADDITION**

MATH 424. Microcomputers in the Secondary Mathematics Classroom (2). Prerequisites, MATH 265 and knowledge of BASIC computer language. Uses of the microcomputer in teaching general math, algebra, geometry, trigonometry, etc.

PROGRAM CHANGES**AS IT APPEARS****TEACHING MAJOR - Secondary**

	Credits
MATH 173.1, 173.2, Calculus.....	10
MATH 265, Linear Algebra I.....	4
MATH 311, Statistical Concepts and Methods.....	5
MATH 324, Methods and Materials in Math-Secondary.....	3
MATH 360, Algebraic Structure.....	5
MATH 420, Problem-solving Techniques for Secondary Teachers.....	3
MATH 455.1, Principles of Geometry.....	3
CPSC 101, Survey of Computer Science.....	4

Electives to be taken from the following
by advisement: MATH 255, MATH 260,
MATH 320, MATH 430, MATH 492.1, MATH 492.2.....8

Total 45

PROPOSED**TEACHING MAJOR - Secondary**

	Credits
MATH 172.1, 172.2, 272.1, Calculus...	15
MATH 230, Discrete Mathematics.....	5
MATH 255, Intuitive Geometry for Secondary Teachers.....	4
MATH 260, Sets and Logic.....	5
MATH 265, Linear Algebra I.....	4
MATH 311, Statistical Concepts and Methods.....	5
MATH 320, History of Mathematics.....	3
MATH 324, Methods and Materials in Math-Secondary.....	3
MATH 360, Algebraic Structure.....	5
MATH 420, Problem-solving Techniques for Secondary Teachers.....	3
MATH 424, Microcomputers in the Secondary Mathematics Classroom.....	2
MATH 430, Introduction to Theory of Numbers.....	3
MATH 455.1, Principles of Geometry...	3
Total	60

March 3, 1988

904

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

MATHEMATICS CONTINUED
PROGRAM CHANGE

Teaching Minor - Secondary

AS IT APPEARS

Teaching Minor - Secondary

(This minor is an endorsable minor for student teaching.)

	Credits
MATH 172.1, 172.2, Calculus	10
MATH 255, Intuitive Geometry for Secondary Teachers	4
MATH 265, Linear Algebra I	4
MATH 311, Statistical Concepts and Methods	5
MATH 324, Methods and Materials in Math-Secondary	3
MATH 420, Problem-solving Techniques for Secondary Teachers	3
CPSC 101, Survey of Computer Science	4
Electives to be taken from the following by advisement: MATH 360, Algebraic Structures OR MATH 455.1, Principles of Geometry	3-5
Total	36-38

PROPOSED

Teaching Minor - Secondary

	Credits
MATH 172.1, 172.2, Calculus	10
MATH 230, Discrete Mathematics	5
MATH 255, Intuitive Geometry for Secondary Teachers	4
MATH 260, Sets and Logic	5
MATH 265, Linear Algebra I	4
MATH 311, Statistical Concepts and Methods	5
MATH 324, Methods and Materials in Math-Secondary	3
MATH 420, Problem-solving Techniques for Secondary Teachers ..	3
MATH 455.1, Principles of Geometry ..	3
Total	42

* CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

COURSE ADDITIONS

HPER 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

MATH 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

SPECIAL EDUCATION

SPED 303. Foundations of Special Education (3). Requisite, concurrent with or have SPED 301. Program development strategies including legal requirements and monitoring practices.

SPED 410. Behavior Management and Precision Teaching for Exceptional Students (3). Prerequisite, SPED 303. Fundamentals of behavioral change related to the education of exceptional students. Monitoring individual student progress and utilizing data collected for program instructional change. Student may not receive credit for both SPED 410 and SPED 415.

SPED 411. Assessment of Exceptional Students (3). Prerequisite, SPED 303. Selecting, administering, scoring, and interpreting formal assessment tools. Designing and using informal testing techniques. Student may not receive credit for both SPED 420 and SPED 411.

SPED 412. Teaching Strategies for Exceptional Students (3). Prerequisite, SPED 303. Individual, small group and large group teaching strategies essential to individual education programs. Student may not receive credit for both SPED 416 and 412.

SPED 430. Curriculum and Materials for Exceptional Students (3). Prerequisites, SPED 303, 410 and 411. Selection, development and adaptation of materials and curricula for exceptional students. Student may not receive credit for both SPED 351 and SPED 430.

SPED 431. Program Management for Exceptional Students (3). Prerequisite, SPED 430. Classroom management and utilization of computerized instruction. Student may not receive credit for both SPED 421 and SPED 431.

SPED 432. Career Education for Exceptional Students (3). Prerequisite, SPED 430. Career awareness, prevocational, and vocational education. Student may not receive credit for SPED 432 and both SPED 422 and 423.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED
PROGRAM CHANGE
AS IT APPEARS

Special Education Major

The Special Education programs offered are specifically designed to prepare teachers for meeting the diverse tasks required in teaching the child with handicapping conditions. Students electing Special Education Teaching must follow one of the three plans outlined below after satisfactorily completing Special Education core courses.

Core Courses	Credits
SPED 301, Introduction to Exceptional Students.....	4
SPED 351, Learning Program Development and Materials Analysis for Exceptional Students.....	3
SPED 415, Principles of Behavioral Theory for Exceptional Students.....	3
SPED 416, Application of Behavioral Theory to Exceptional Students.....	3
SPED 417, Precision Teaching of Exceptional Students.....	3
SPED 420, Diagnosis and Assessment of Exceptional Students.....	3
SPED 421, Curriculum for Exceptional Students at the Elementary Level.....	3
SPED 460, Working with the Community, Paraprofessionals, and Parents of Exceptional Children.....	3
Total	25

Plan A

For students planning K-8 certification and endorsement in Special Education. Students choosing this plan are required to complete the Professionalized Subjects Minor.

SPED 302, Pre-School for the Handicapped.....	4
SPED 426, The Language Disabled Child.....	3
SPED 495, Practicum.....	10
ECE 332, Theories in Child Development.....	3
Total	20

Plan B

For students planning 7-12 certification and 7-12 endorsement in Special Education. Students choosing this plan are encouraged to complete the Professionalized Subjects Minor, in which case certification and endorsement are K-12.

SPED 422, Work Study and Career Education for Exceptional Students at the Secondary Level.....	3
SPED 423, Curriculum and Program Development for Exceptional Students at the Secondary Level.....	2
Guided Electives.....	5
SPED 495, Practicum.....	10-15
Total	20-25

Plan C

For students planning K-12 certification and endorsement in Special Education. Students choosing this plan are required to complete the Professionalized Subjects Minor.

SPED 303, Preschool for the Handicapped.....	4
SPED 426, The Language Disabled Child.....	3
ECE 332, Theories in Child Development.....	3
SPED 422, Work Study and Career Education for Exceptional Students at the Secondary Level.....	3
SPED 423, Curriculum and Program Development for Exceptional Students at the Secondary Level.....	2
SPED 495, Practicum.....	15
Total	30

Special Education Minor-Teaching

	Credits
SPED 301, Introduction to Exceptional Students.....	4
SPED 351, Programming Materials for Exceptional Students.....	3
SPED 415, Learning Problems of Exceptional Students I.....	3
SPED 416, Learning Problems of Exceptional Students II.....	3
SPED 420, Diagnosis and Assessment of Except- ional Students.....	3
Guided Electives in Special Education.....	4
Total	20

**Bachelor of Arts
Special Education Minor**

	Credits
SPED 301, Introduction to Exceptional Students.....	4
Elect from the following.....	16
SPED 415, Principles of Behavioral Theory for Exceptional Students.....	3
SPED 460, Working with the Com- munity, Paraprofessionals and Parents of Exceptional Children.....	3
COM 207, Introduction to Communi- cation Studies.....	4
PE 361, Physical Education for Handicapped Children.....	3
SPED 422, Work Study and Career Education for Exceptional Students at the Secondary Level.....	3
SPED 423, Curriculum and Program Development for Exceptional Students at the Secondary Level.....	2
SPED 533, Education for Disadvantaged Students.....	5
SPED 437, The Gifted Student.....	3
SPED 495, Practicum - Maximum.....	3
SPED 499, Seminar, Issues in Special Education.....	2
Total	20

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED

PROPOSED

SPECIAL EDUCATION MAJOR

The Special Education programs offered are specifically designed to prepare teachers for meeting the diverse tasks required in teaching students with handicapping conditions. Students electing Special Education teaching must follow one of the two plans outlined below and successfully complete the Elementary Education Minor. Students are expected to complete SPED 301 before taking SPED 303.

Plan One: For students planning to earn a teaching certificate with special education K-12 endorsement.

Courses	Credits
SpEd 303 Foundations of Special Education	3
SpEd 410 Behavior Management and Precision Teaching for Exceptional Students	3
SpEd 411 Assessment of Exceptional Students	3
SpEd 412 Teaching Strategies for Exceptional Students	3
SpEd 430 Curriculum and Materials for Exceptional Students	3
SpEd 431 Program Management for Exceptional Students	3
SpEd 432 Career Education for Exceptional Students	3
SpEd 460 Parents, Paraprofessionals, Community Agencies and Exceptional Students	3
SpEd 495 Practicum	15
SpEd 499 Seminar	2
SpEd Electives - Approved by Special Education Advisor	4
	<u>45</u>

Plan Two: For students planning to earn a teaching certificate with Early Childhood Special Education P-3 endorsement.

Courses	Credits
ECE 332 Theories in Child Development	3
SpEd 302 Pre-School for the Handicapped	4
SpEd 303 Foundations of Special Education	3
SpEd 410 Behavior Management and Precision Teaching for Exceptional Students	3
SpEd 411 Assessment of Exceptional Students	3
SpEd 412 Teaching Strategies for Exceptional Students	3
SpEd 426 Language for the Disabled	3
SpEd 430 Curriculum and Materials for Exceptional Students	3
SpEd 431 Program Management for Exceptional Students	3
SpEd 460 Parents, Paraprofessionals, Community Agencies and Exceptional Students	3
SpEd 495 Practicum	10
SpEd 499 Seminar	2
SpEd Electives - Approved by Special Education Advisor	5
	<u>48</u>

March 10, 1988

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CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED

SPECIAL EDUCATION MINOR

Courses	Credits
SpEd 303 Foundations of Special Education	3
SpEd 410 Behavior Management and Precision Teaching for Exceptional Students	3
SpEd 411 Assessment of Exceptional Students	3
SpEd 412 Teaching Strategies for Exceptional Students	3
SpEd 430 Curriculum and Materials for Exceptional Students	3
SpEd 431 Program Management for Exceptional Students	3
SpEd 432 Career Education for Exceptional Students	3
SpEd 460 Parents, Paraprofessionals, Community Agencies and Exceptional Students	3
SpEd 499 Seminar	2
	<u>26</u>

Endorsement

Students who hold a current teaching certificate and are endorsed in other areas may earn endorsement in Special Education K - 12 by successfully completing the above minor plus SpEd 495. Students substantiating successful teaching experience as a certified teacher with special education students may have SpEd 495 waived. See the Special Education Division Head for procedures.

March 31, 1988

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CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

ENGLISH

COURSE ADDITION

ENG 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT

PROGRAM DELETION

BUSINESS EDUCATION MINOR

Qualifies for teaching basic microcomputer applications, typewriting/keyboarding, and/or general business.

It is recommended that BSED 425 and 426 be completed prior to student teaching, and ED 311 is a prerequisite to BSED 425 and 426.

BSED 152 or equivalent is a prerequisite to this minor.

Required:

Credits

BSED 153, Electronic Production Typewriting	2
BSED 270, Machine Transcription	3
BSED 375, Personal Finance	5
BSED 425, Teaching Typewriting and Office Procedures	3
BSED 426, Teaching Non-Skill Business Subjects	3
ADOM 201, Introduction to Business	3
ADOM 379 A or B, Microcomputer Applications	3
FIN 241, Business Law	5

Total 27

Elect from the following courses:..... 3-5

ADOM 304, Microcomputer Word Processing	2
ADOM 361, Office Information Systems	3
BSED 271, Electronic Calculators/Business Applications	3
ADOM 255, Office Procedures	3
ADOM 385, Business Communications and Report Writing	5

Total 30-32

PROGRAM ADDITIONS

Business Education Minor

Qualifies for an additional teaching endorsement. It is also necessary to meet vocational certification requirements to be employed by most school districts as a business teacher in the state. Please see the program advisor for details.

BSED 152 or equivalent is a prerequisite to this minor.

Credits

ADOM 201 Introduction to Business	3
ADOM 255 Office Procedures	3
ADOM 304 Word Processing	2
ADOM 379 Microcomputer Applications	3
ADOM 385 Business Communications and Report Writing	5
BSED 153 Electronic Production Typewriting	2
BSED 270 Machine Transcription	3
BSED 271 Electronic Calculators/Business Applications	3
BSED 401 Principles and Philosophy of Vocational Ed.	3
BSED 420 Teaching Accounting	3
BSED 425 Teaching Typewriting and Office Procedures	3
ACCT 251 Principles of Accounting I	5
	38

Electives by permission

7

Total

45

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT CONTINUED
PROGRAM ADDITIONS

Marketing Education Minor

Qualifies for an additional teaching endorsement. It is also necessary to meet vocational certification requirements to be employed by most school districts as a marketing education teacher in the state. Please see the program advisor for details.

ME 331 Teaching Marketing Education	3
ME 445 Coordination of Work Experience in the Office and Marketing Occupations	3
ME 401 Principles and Philosophy of Vocational Ed.	3
ME 340 Principles of Selling	4
ME 367 Retail Management	5
ACCT 251 Principles of Accounting	5
ADOM 201 Introduction to Business	3
ADOM 385 Business Communications & Report Writing	5
ECON 201 Principles of Economics	5
MKT 360 Principles of Marketing	4
	<u>40</u>

Electives by permission

5

B. Erickson moved,
S. Johnson seconded,
for approval of this
program addition;
9-0-0, motion approve

Total

45

EDUCATION
COURSE ADDITION

ED 439. Testing English as a Second Language (3). Investigation of basic theories, concepts, procedures and instruments for testing English language skills of public school students for whom English is a second language.

PROGRAM ADDITION

Teaching English as a Second Language (TESL) Minor

The minor in TESL is of utility to persons intending to teach in the public schools or in early childhood programs where students who speak a language other than English are enrolled. The TESL minor leads to endorsement at K-12 levels for Washington State teacher certification. The TESL minor also offers introductory preparation for persons intending to teach English in other countries. Students enrolling in this minor who have not completed the equivalent of one year of study of a foreign or second language at the high school or adult level will be required to do so prior to completing the minor. Anth/Eng 180, Introduction to Linguistics or permission is required as a prerequisite to enrolling in Ed 433, Educational Linguistics. For the student who has not had classroom experience with limited English proficient learners, the practicum will be separated into two experiences, to be completed at the initial and final portions of the student's course of study.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATEEDUCATION CONTINUEDRequired:

		<u>Credits</u>
Eng 320	English Grammar	5 cr.
ECE 415	Child Language Acquisition	3 cr.
Ed 433	Educational Linguistics	5 cr.
Ed 438	Teaching English as a Second Language	3 cr.
Ed 439	Testing English as a Second Language	3 cr.
Anth 381	Language in Culture (4 cr.) OR	
ECE 318	Culture and Curriculum (3 cr.)	4 or 3 cr.
Ed 492	Practicum	5 cr.
		<u>27-28 cr.</u>

DRAMAPROGRAM DELETIONBACHELOR OF ARTSSpeech and Drama Major - Elementary

May not be used for 30-credit area in a Three-Area Program
(30-20-20).

I. Required CoursesCredits

DR 107, Introduction to Drama	5
DR 266, Theory of Play Production	4
DR 243, Interpretive Reading OR	
DR 343, Oral Interpretation of Children's Literature	4
COM 217, Introduction to Communicative Disorders	3
DR 312, Creative Dramatics in School and Leisure	4
DR 362, Practice in Creative Dramatics	4
DR 420, Teaching Communication and Drama in the Elementary School	3
DR 473, Children's Theatre	4

II. Elective Courses

Electives from among the following
recommended courses

10

COM 207, Introduction to Communication Studies; COM 254, Discussion; COM 301, Communication Theory; COM 201, Introduction to Mass Media; ENG 432, Children's Literature; DR 269, Acting; DR 270, Makeup; DR 381, Puppetry; Or other courses (especially art and music courses) to be selected in conference with the student's Drama Department advisor.

45

PHYSICAL EDUCATIONCOURSE ADDITIONS

PEAQ 198.	Special Topics
PER 198.	Special Topics
PEGT 198.	Special Topics

PEID 198.	Special Topics
PEF 198.	Special Topics
PETS 198.	Special Topics

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
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GEOGRAPHY

COURSE ADDITION

GEOG 430. Remote Sensing (5). Principles of acquisition, analysis, and use of remotely sensed imagery (LANDSAT, SPOT, NHAP, SEASAT, etc.). Three hours lecture and four hours laboratory per week.

SOCIOLOGY

PROGRAM CHANGE

AS IT APPEARS

PROPOSED

Required Educational Foundations and Research Courses (M.Ed. and M.A.T. only). Education 500 is required of all students earning the M.Ed. or M.A.T. degree. It is recommended that the course be taken in the first quarter of residence. The candidate further must choose at least six credits from the following: Education 467, Philosophy of Education, 3 credits; Education 501, Educational Foundations, 3 credits; Education 502, History of Education, 3 credits; Education 504, Advanced Educational Statistics, 4 credits; Education 508, Comparative Education, 3 credits; Psychology 552, Advanced Human Growth and Development, 3 credits; Sociology 425, Sociology of Education, 5 credits; as approved by the student's committee. Related courses may be substituted with permission of the student's committee, the Chair of the Department of Education and the Dean of Graduate Studies and Research.

Required Educational Foundations and Research Courses (M.Ed. and M.A.T. only). Education 510 is required of all students earning the M.Ed. or M.A.T. degree. It is recommended that the course be taken in the first quarter of residence. The candidate further must choose at least six credits from the following: Education 503, Philosophy of Education, 3 credits; Education 501, Educational Foundations, 3 credits; Education 502, History of Education, 3 credits; Education 504, Advanced Educational Statistics, 4 credits; Education 508, Comparative Education, 3 credits; Psychology 552, Advanced Human Growth and Development, 3 credits; Sociology 525, Society and Education, 3 credits; as approved by the student's committee. Related courses may be substituted with permission of the student's committee, the Chair of the Department of Education and the Dean of Graduate Studies and Research.

PROGRAM ADDITION

Teaching Minor

Qualifies for an additional teaching endorsement.

Required Credits

SOC 107	Principles of Sociology	5	5
SOC 340	Social Interaction	5	5
SOC 350	Social Theory I	5	5
SOC 425	Sociology of Education	5	5

One Listed Class from each of the following categories

Social Institutions

Soc 338	Political Sociology	3	3-5
Soc 351	Sociology of Work	5	
Soc 357	Sociology of Families	5	
Soc 367	Sociology of Religion	5	

Social Process

Soc 320	Death and Dying	5	3-5
Soc 325	Aging	3-5	
Soc 356	Sex Roles in Society	5	
Soc 362	Social Movements	5	

Social Control

Soc 344	Juvenile Delinquency	5	5
Soc 345	Deviance	5	
Soc 346	Criminology	5	
Soc 349	Law and Society	5	

TOTAL 31-35

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

ART

COURSE ADDITIONS

ART 274. Typography (3). Prerequisite, ART 170. History and application of Typography as a tool for visual communication. Two hours lecture and two hours studio per week.

ART 273. Airbrush (3). Prerequisite, ART 170^{and} ART 250 or permission of instructor. An introduction to the techniques of airbrush painting for production graphics. Six hours studio per week.

ART 373. Advanced Airbrush (3). Prerequisite, ART 273 or permission of instructor. A study of procedures for the production of aesthetically conceived work using the airbrush as a primary tool of visual expression. Six hours of studio per week. May be repeated for credit by undergraduates only.

PROGRAM CHANGE
AS IT APPEARS

Graphic Design Major

Recommended for students planning careers as professional commercial artists in design, illustration or advertising art directing. Additional course work (20 to 25 credits) is strongly recommended for students who plan to seek employment in the various commercial art fields after completing this B.A. program.

Additional training in a professional art school or university graduate program is recommended for students who plan to pursue graphic design as a life-time career.

This major can be successfully completed in four years only if students begin satisfying course requirements for the major beginning in their freshman year.

In order to be accepted into this major, students must follow these guidelines:

1. Students must develop a course of study in consultation with the Graphic Design advisor that is suitable for their educational needs and personal objectives.
2. Prior to registering for the Graphic Design Sequence (Art 370, 371, 372), students must apply through the departmental Graphic Design advisor for admission to this major.
3. Students must demonstrate satisfactory completion of the below prerequisites for Art 370:
 - a. Junior standing or permission of Graphic Design advisor
 - b. Drawing 12 credits (may include: ART 250, 350, 351, 352, 450, 451, 496). One drawing class may be taken concurrently with ART 370.
 - c. Painting or Watercolor 3 credits (may include: ART 260, 261, 262, 263).
 - d. Design 9 credits (may include: ART 170, 270, 272, 341, 441, 496).
 - e. Art History 4 credits (may include: ART 314, 337, 453).
 - f. Photography 3-4 credits (may include: ART 225, 325, 425, COM 341, 364). One photography class may be taken concurrently with ART 370).

Required Courses:

Credits

Drawing.....	12
Painting or Watercolor.....	3
Design.....	9
Art History.....	8
Photography.....	3-4
Graphic Design Sequence.....	15
Contracted Field Experience.....	5-15
Electives by advisement. Must have prior approval.....	9-20

Total 75

Electives by Art advisement may be taken from courses in the following departments or programs: Art, Business Administration, Administrative Office Management, Communication, Computer Science, Marketing Education, Drama, Economics, English, Political Science, Industrial and Engineering Technology. Others as appropriate for specific instructional needs.

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE**

**ART CONTINUED
PROPOSED**

Graphic Design Major

Recommended for students planning careers as professional commercial artists in design, illustration or advertising art directing. Additional course work (20 to 25 credits) is strongly recommended for students who plan to seek employment in the various commercial art fields after completing this B.A. program.

Additional training in a professional art school or university graduate program is recommended for students who plan to pursue graphic design as a life-time career.

This major can be successfully completed in four years only if students begin satisfying course requirements for the major beginning in their freshman year.

In order to be accepted into this major, students must follow these guidelines:

1. Students must develop a course of study in consultation with the Graphic Design advisor that is suitable for their educational needs and personal objectives.
2. Prior to registering for the Graphic Design Sequence (Art 370, 371, 372), students must apply through the departmental Graphic Design advisor for admission to this major.
3. Students must demonstrate satisfactory completion of the below prerequisites for Art 370:
 - a. Junior standing or permission of Graphic Design advisor.
 - b. Drawing 9 credits (may include: ART 250, 350, 351, 352, 450, 451, 496; One drawing class may be taken concurrently with ART 370).
 - c. Painting or Watercolor 6 credits (may include: ART

**HISTORY
PROGRAM CHANGE
AS IT APPEARS**

Teaching Minor

Qualifies for Supportive Endorsement on Teaching Certificate.

Credits

Select from the following (a minimum of five credits each must be selected from World Civilization sequence and from United States History sequence):

HIST 101, 102 or 103, World Civilization*	15
HIST 143, 144, United States History	15
HIST 301, Pacific Northwest History	3
HIST 421, Methods and Materials in History	2
Upper Division United States History	3-5
Upper Division European History	3-5
Upper Division African, Asian or Latin American History	3-5

Total 29-35

*Western Civilization may be substituted.

**LAW AND JUSTICE
COURSE ADDITION**

LAJ 355. Criminal Organization (5). Structure and activities of criminal organizations.

260, 261, 262, 263, 273, 373)

- d. Design 12 credits (may include: ART 170, 270, 272, 274). One design class may be taken concurrently with ART 370.
- e. Art History 3-4 credits (may include: ART 314, 337, 374, 453)
- f. Photography 3-4 credits (may include: ART 225, 325, 425, COM 341, 364. One photography class may be taken concurrently with ART 370).

Required Courses:

Credits

Drawing	12
Painting or Watercolor	6
Design	12
Art History	7-8
Photography	3-4
Graphic Design Sequence	15
Contracted Field Experience	5-15
Electives by advisement. Must have prior approval	3-15

Total 75

Electives by Art advisement may be taken from courses in the following departments or programs: Art, Business Administration, Administrative Office Management, Communication, Computer Science, Marketing Education, Drama, Economics, English, Political Science, Industrial and Engineering Technology. Others as appropriate for specific instructional needs.

PROPOSED

Teaching Minor

Qualifies for Supportive Endorsement on Teaching Certificate

Credits

Select from the following (a minimum of five credits each must be selected from World Civilization sequence and from United States History sequence):

HIST 101, 102 or 103, World Civilization*	15
HIST 143, 144, United States History	15
HIST 301, Pacific Northwest History...	3
HIST 421, Methods and Materials in History (Secondary candidates), OR	

SOSC 420, Methods and Materials in the Social Sciences (Elementary candidates)..... 2

Upper Division United States History	3-5
Upper Division European History	3-5
Upper Division African, Asian or Latin American History	3-5

*Western Civilization may be substituted.

Total 29-35